



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Journal and in the *School Review* and other standard educational magazines. Professor Parker recognizes more clearly than any other recent educational author the significance of the movement which was inaugurated in 1910 by the appointment of the Committee on English of the National Education Association. He quotes with approval from the declaration of principles which this committee made in the summer of 1911, and by means of well-selected references puts the literature of the movement within the reach of all.

The phrase "habits of harmless enjoyment" is ingenious and seems to justify itself. The term appreciation was found to be confusing, and the attempt to connect art and morality directly was thought likely to do more harm than good. Hence the writer urges that the possible range of understanding and interests of the pupils should be respected and an honest effort made to humanize the study of literature by connecting it with everyday interests. Professor Parker believes that the habit of enjoyment is to be developed only through enjoyment, not through a grind intended to lead to enjoyment some time in the distant future.

The chapter on expression is comprehensive and thoroughly sound. There must first be content and motive. Then the assignment must be definite and the material clearly organized by means of the brief or other aid to logical thinking. The actual audience should provoke to clear and adequate presentation. Oral work is of the greatest importance and should receive full treatment. Finally, co-operation of all departments is declared to be essential.

Too much cannot be said for the excellent organization of this textbook. The main points of each chapter are summarized at the beginning; headings are everywhere made to stand out; and the apparatus for library reading has been carefully provided. The whole is clearly planned for a working manual and ought to have gratifying success.

J. F. H.

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

For the Story Teller. By CAROLYN SHERWIN BAILEY. Springfield, Mass.: Milton Bradley Co., 1915. Pp. 261. \$1.50.

A theory of story-telling based upon child psychology. Illustrative stories are printed in full and suggestive lists added. A new and suggestive treatment.

Firelight Stories. By CAROLYN SHERWIN BAILEY. Springfield, Mass.: Milton Bradley Co., 1915. Pp. 192. \$1.00.

A book of folk-tales retold for children. The stories are good, the versions well chosen, and the illustrations excellent.

Dramatic Readings for Schools. By MARION FLORENCE LANSING. New York: Macmillan, 1914. Pp. 242. \$0.50.

Several good stories are printed in a form to make dramatization possible. The work of dramatizing is left to be done by the pupils. Interspersed are helpful suggestions.

Stories from Northern Myths. By EMILIE KIP BAKER. New York: Macmillan, 1914. Pp. 272. \$1.25.

The various stories of the Northern gods and heroes are here woven into a consistent whole.

In the Land of the Head-Hunters. By EDWARD S. CURTIS. Yonkers-on-Hudson: World Book Co., 1915. Pp. 110. \$1.20.

A history of Americans in the Stone age told in the declamatory style of the tribal bards and illustrated with striking photographs. A rare book.

Great Inventions and Discoveries. By WILLIS DUFF PIERCY. New York: Charles E. Merrill Co., 1911. Pp. 206.

A well-written supplementary reader.

The Sunbonnet Babies in Holland. By EULALIE OSGOOD GROVER. Chicago: Rand McNally & Co., 1914. Pp. 147. \$0.50.

The Culture Readers, Books I, II, III. By ELLEN E. KENYON-WARNER. New York: Charles E. Merrill Co., 1910. Books I and II, pp. 128; Book III, pp. 144.

The Natural Method Readers, A Primer, A First Reader, and A Teacher's Manual. By HANNAH T. MCMANUS and JOHN H. HAAREN. New York: Scribner, 1914. Pp. 122, 136, and 84.

Language Games for All Grades. By ALHAMBRA G. DEMING. Chicago: Beckley-Cardy Co., 1914. Pp. 80.

A set of drill cards is provided to accompany the teacher's manual.